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ABSTRACT

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on developing an effective relationship between school boards and their district superintendents. The first half of the workshop aims at clarifying the nature of teamwork, and the second half seeks to provide board members and superintendents with the skills necessary to discuss and come to full agreement on their relationship, their expectations, and their roles in the governance of the district. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning covers the focus and scope of the workshop, familiarization with relevant materials, and grouping of participants. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include papers on teamwork, improved relations between boards and superintendents, and the four central functions of school boards, as well as masters from which transparencies can be reproduced for projection at the workshop sessions. (Author/PGD)

ED224126

Teamwork: The Board and Superintendent in Action

Keys to School Boardsmanship

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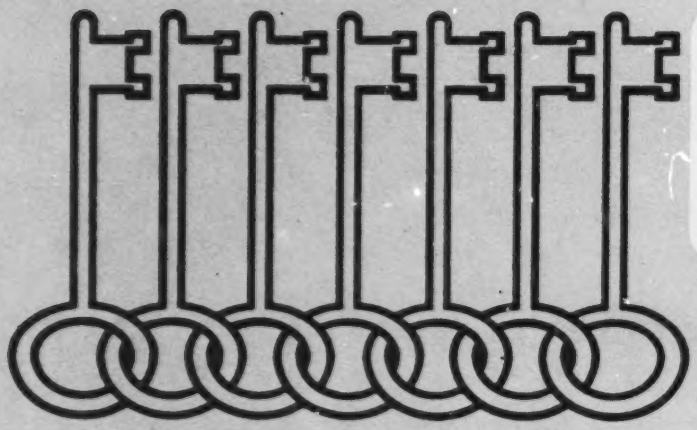

A Program of Continuing Education for School Board Members

EA 015 212

Northwest Regional Educational Laboratory
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These materials have been produced as part of "Keys to School Boardsmanship," a project to develop new materials in boardsmanship education for local school board members. It is a joint effort among:

- The Association of Alaska School Boards
- The Idaho School Boards Association
- The Montana School Boards Association
- The Oregon School Boards Association
- The Washington State School Directors' Association
- The National School Boards Association
- The Northwest Regional Educational Laboratory

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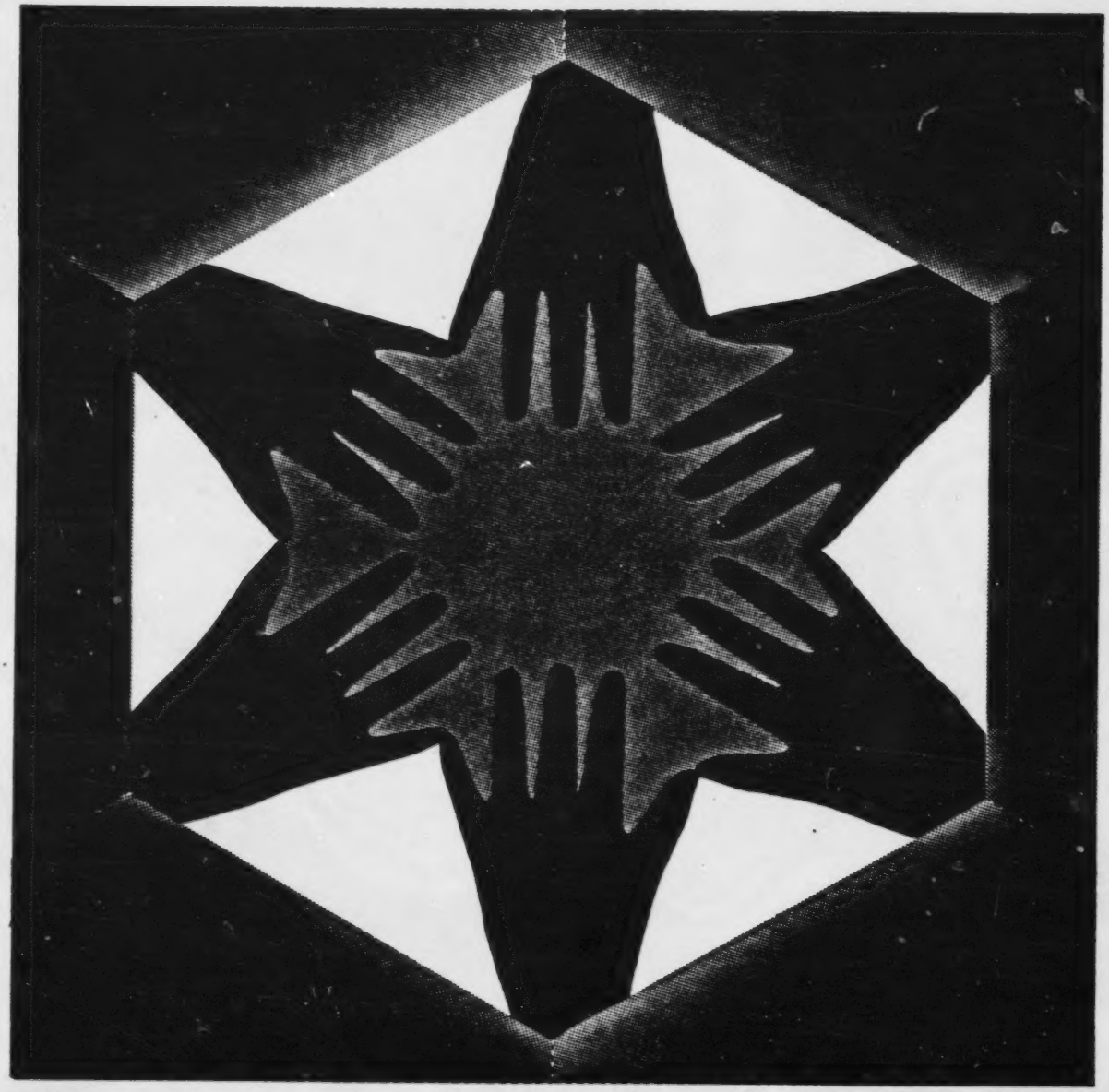
KEYS TO SCHOOL BOARDSMANSHIP

Northwest Regional Educational Laboratory

TEAMWORK:

The Board & Superintendent in Action



Northwest Regional Educational Laboratory

KEYS TO SCHOOL BOARDSMANSHIP

Prologue:

This manual is one in a series of thirteen developed by the Northwest Regional Educational Laboratory (NWREL) as part of the "Keys to School Boardsmanship" project.

The workshop programs resulting from the project are intended to help strengthen local school boards through continuing education.

The workshops in the series have been thoroughly tested by NWREL staff and by the staff of state school board associations in Alaska, Idaho, Montana, Oregon and Washington. These programs have been found to be extremely useful as tools for strengthening continuing education services to school board members.

The "Keys to School Boardsmanship" materials are now being published and distributed by the National School Boards Association (NSBA). In addition, the NSBA is developing a national center designed to assist state associations to make the best use of the material.

Thirteen manuals in the series now available from NSBA include:

- Board/Administrator Relations
- Building Bridges: School Board Political Roles
- Communicating with the Community
- Conflict: Alternatives to Blowing a Fuse
- Effective School Board Meetings
- The Educational Management Team
- Policy Development
- Policy is Power
- Program Evaluation: School Board Roles
- What Do School Boards Do?
- School Board Self-Assessment
- School Improvement: A Tune the School Board Can Play
- Teamwork: The Board and Superintendent in Action

TEAMWORK: THE BOARD AND SUPERINTENDENT IN ACTION

SECTION 1: INTRODUCTION

This manual is designed to be helpful to workshop leaders in planning, preparing for and conducting the Teamwork: The Board and Superintendent in Action workshop.

Purpose and Rationale

This workshop has been developed in response to requests by local school board members and their leaders in state school boards associations in the Northwest.

Clearly, the board/superintendent relationship is of critical importance in the governance of the public schools. In recent years, the rate of turnover of school board members has increased. In many areas of the country as many as a third of the members of local boards changes at each election. During the same period of time, the period of tenure and service of local school superintendents has decreased. These trends, taken together, constitute a serious challenge to the leadership and continuity of school district governance. And, they point to the board/superintendent relationship as a dynamic one.

This workshop is a response to that challenge, since it is intended as a means to assist board members and their key administrators to clarify their working relationship, and to assess the degree of teamwork they currently have and desire in this relationship. The workshop acknowledges a considerable variability in the roles of board and superintendent, and the fact that there are many acceptable arrangements in effective relationships. What is most important is that board members and superintendents discuss their relationship, express their expectations, and come to agreement on the roles and responsibilities of each in the governance process.

Goals and Objectives

The Teamwork workshop has been designed with some specific goals and objectives in mind. The workshop leader should be familiar with these, and be prepared to share them with participants early in the workshop session.

The overall goals of the workshop are the following:

- Examine and understand the teamwork concepts and principles
- Apply the teamwork concepts and principles to board/superintendent relations

The specific instructional objectives for the workshop are:

- To understand five principles of teamwork as presented by a professional basketball coach

- To identify the behaviors associated with teamwork by critiquing board/superintendent interactions on film

- To assess the degree to which board and superintendent roles are clear

- To identify desired board and superintendent behaviors in policy and administrative areas of school governance

- To clarify board/superintendent priorities (goals) and identify the implications of these for teamwork performance

These objectives are integral features of the workshop as designed. Any modification of the design should be carried out with conscious attention to changes in the instructional objectives as well.

Uses for the Workshop

The workshop has been developed and used primarily for the general membership of state school boards associations in convention, clinic, seminar and regional meeting settings, as for example:

- With a single local board and its executive officer, to stimulate discussion about effective working relationships

- With local board chairmen, to help focus on that role in public meetings of their boards

- With community college boards, or other kinds of boards to which the state association may wish to provide service

SECTION 2: PLANNING THE WORKSHOP

In this section, you will find information and suggestions which will be of help to you as you plan your presentation of the Teamwork workshop. As you prepare for this presentation, you will be making several important strategy decisions, as well as making sure that you have adequate materials and appropriate equipment ready for the session.

The Teamwork workshop is organized in two parts. The first engages participants in viewing a film, in which Dr. Jack Ramsay, Coach of the National Basketball Association team, the Portland Trailblazers, presents and discusses several teamwork concepts. In the remainder of the film several school boards, in a role playing mode, act out various board/superintendent relationship problems. Participants critique the boards' performance and apply the teamwork principles to their own board situation.

The second part of the workshop is an application session, in which participants engage in several activities to analyze their own board/superintendent relationship, and identify ways of improving it within the teamwork concept.

Both parts of the workshop are intended to be presented in a single session. However, Part I (film and discussion) might be presented alone, or with selected activities from Part II. In this case, workshop objectives will need to be adjusted accordingly.

The Workshop Agenda

The workshop, in its full form, is presented in the following sequence of activities, within the time estimates indicated. The agenda is discussed in step-by-step detail in Section 3 of the manual.

	Activities	Estimated Time
Part I Exploring the Teamwork Concept	Introduction, Goals and Objectives	10 minutes
	Warmup Activity	8 minutes
	Film and Discussion (Ramsay Sequence)	7 minutes
	Film: Board Segment 1 and Critique	23 minutes
	Film: Board Segment 2 and Critique	28 minutes
	Film: Board Segment 3 and Critique	41 minutes
		117 minutes

	Activities	Estimated Time
Part II Applying the Teamwork Concept	Clarifying Board/Superintendet Expectations	55 minutes
	Policy vs. Administration: Who Does What?	45 minutes
	School Board Priorities	90 minutes
	Conclusion, Wrap-up, Evaluation	15 minutes
		205 minutes

Becoming Familiar With the Materials

Reviewing the Background Materials

In Section 6 of the manual, you will find several idea and concept papers which form the basis for this workshop. These are:

"Teamwork: The Board and Superintendent in Action," by Keats Garman, Senior Program Associate, Northwest Regional Educational Laboratory

Transcript of Dr. Jack Ramsay's explanation of teamwork principles

"The Role of and Relationship Between the School Board and the Superintendent," a joint position statement of the National School Boards Association and the American Association of School Administrators, 1980

"Four Functions of the School Board," by Keats Garman, Senior Program Associate, NWREL

"A Modest Proposal to Improve Board-Superintendent Relations," Carrol F. Johnson, February 1980

It is of critical importance that you become thoroughly familiar with these background materials, since they are the underlying framework of ideas for this workshop. Though you will not necessarily be making a formal presentation of these ideas in the workshop (the film does this very well), a thorough understanding of them will help you explain, elaborate, and respond to questions from participants.

Previewing the Teamwork Film

You will find it helpful to preview the Teamwork film, scanning it for ideas and behaviors you will want to call attention to. Preview it as if you are actually showing it, becoming familiar with the stopping points, the focus questions, and the graphic material built into it.

Reviewing Workshop Procedures

This is an important step as your presentation draws nearer, and you are ready for a detailed preparation of workshop procedures.

In Section 3 of the manual you will find the prepared procedures for both parts of the Teamwork workshop. As you review these, you may wish to underline various points you will want to emphasize. As you review the procedures, you will also find it helpful to identify the related resource materials for each activity and to become familiar with the associated participant materials.

As you examine Section 3, you will note that each workshop activity is introduced by name, and is followed by a Leader Focus, a statement of the purpose, objective or tone of the activity. In the left hand column are the estimated time requirements for each activity, and for parts of it. In the right hand column, resources and references to participant materials are listed. The bulleted items (o) in the middle column are the specific steps the leader takes in conducting workshop activities. These include instructions for participants, lecturettes, and other procedures. At the end of some activities, Helpful Hints are provided in order to share some of the experiences which developers have had at that point in the workshop.

The following example illustrates the organization of information in Section 3.

TIME		MATERIALS
Total Time: 45 min.	Activity 4: School Board Priorities Leader Focus: This activity affords participants an opportunity to review and establish priority among four broad areas of board responsibility and to identify any changes in emphasis in how the board spends its time in regular board meetings.	
3 min.	o Introduce the activity by referring to the common goals principle in the Teamwork film.	
2 min.	o Call attention to the worksheet entitled "School Board Priorities" in the participant booklet.	Participant Booklet

> Helpful Hint: Keep the activity moving crisply. Don't allow too much detailed discussion at the tables. Keep the work groups on task.

As a final note on the format of Section 3, each complete activity is separated from those preceeding or following by a solid line.

Reviewing the Participant Booklet

You will find a complete participant booklet in Section 6 of the manual. Study it carefully, since you will be giving participants instructions regarding the worksheets and other materials in it. The booklet is designed to provide participants with all of the materials they will need for the workshop. The worksheets are to be completed during workshop activities, while the idea papers are "take home" materials for future study and reference. Participants should not have to take extensive notes during the workshop presentation, since this is a distracting activity. Each of the participant materials is keyed to an activity which is explained in detail in Section 3 of the manual.

Finally, each booklet contains a tear-out workshop evaluation form as the final page. You will find more information about this in Section 4.

Physical Arrangements for the Workshop

The physical setting for the workshop is an important consideration.

Remember that you will be showing a film during the first part of the workshop. Arranging the room for this purpose involves finding strategic positions for the projector, screen and yourself. Participants will be reacting to portions of the film, so the room arrangement should accommodate both their ease of viewing the screen and their participation in small group discussions. One arrangement which has worked well is to seat participants in groups of five or six around tables in a U-shaped arrangement. In this way they can look up to view the screen without having to shift chairs or positions radically.

The Teamwork workshop relies heavily upon small group discussion and interaction in critiquing the film and in completing activities in applying concepts and ideas. The small group arrangement described above is easily adapted to other portions of the workshop. It allows for flexibility in moving from one activity to another. It provides individuals with an optimum opportunity to participate and be heard. And, it allows the workshop leader to move freely throughout the workshop areas, answering questions and keeping groups on task.

Alternatives to this arrangement might include a theater grouping for viewing the film and small groups for the application portion of the workshop.

Grouping of Participants: A Strategic Decision

How participants are organized or grouped in the workshop can have important consequences for the impact and outcomes of workshop activities.

Give some thought to this issue. Typically, two kinds of groupings of participants are possible in a workshop.

- Stranger groups, made up of individuals who probably do not know one another well, for example, school board members from different school districts.

- Home groups, made up of people who are quite familiar with one another, because they work together or socialize often. School board members from the same district are an example.

Stranger groups are created simply by directing participants to sit with people from other districts as they enter the room. There are advantages to establishing such groupings, including:

- A sharing of a variety of experiences, ideas and perspectives

- Development of a broader perspective about problems, issues and solutions

- An avoidance of tensions, problems and differences which may be present in a home group

In establishing stranger groups, care should be taken to allow individuals to get acquainted with one another early in the workshop. You might ask people at each table to introduce themselves and give some information about their district, their schools or other matters.

Another alternative is to establish home groups for the workshop. Home groups have several advantages, too:

- They may make direct use of the workshop to develop plans or ideas they want to put to use.

- Since they are already familiar with one another, they need no time to get acquainted.

- They have established patterns of discussion and interaction.

Your use of home or stranger groups will depend on your overall objectives and upon what you know about the workshop participants.

In either case, you should plan to monitor the group progress regularly during the workshop to ensure full participation and task related behavior. If, by chance, the seating does not lend itself to small group arrangements, ask participants to interact with one or two neighbors when the activity calls for discussion or sharing.

Task Orientation and Participant Accountability

The use of humor throughout a workshop helps lighten the mood and provides for needed relief from hard work. Use it, but use it judiciously.

Participants like a businesslike attitude from the workshop leader. Moreover, you will have to maintain a task focus for the workshops in order to complete them, since they are tightly sequenced. Participants sometimes will want to pursue a line of discussion or questioning, or to continue small group discussions beyond the time allowed. You must control the time carefully and tactfully, bringing the workshop back in focus. You can help ensure small group accountability by asking each to select a discussion leader and reporter for group tasks. When work group members know that they are expected to give a report of their activities, then they are more likely to participate in a productive way.

Preparation of Workshop Materials

As part of your planning for the workshop, you will want to be certain that you have enough booklets for all participants and other materials and equipment needed for your presentation.

Check the film to be sure it is in good condition. Organize and put into sequence the notes, handouts, transparencies, name tags, etc., which you will be needing for your workshop.

Equipment

The Teamwork workshop requires the use of a 16mm movie projector and screen and an overhead transparency projector. Check the projectors in advance to be sure they are in good operating order. It's a good idea to have a spare projector light bulb close at hand in case of malfunction. You'll also need a take-up reel for the 16mm projector.

You may wish to use a microphone, depending upon the size and acoustical qualities of the workshop facilities. A portable, clip-on type of microphone is best, since it allows you to move about the room.

SECTION 3: PRESENTING THE WORKSHOP

To the workshop leader: The Teamwork workshop is designed to be presented in two parts. The first part consists primarily of engaging workshop participants in critiquing school board/superintendent behavior as depicted on a film, within a framework of teamwork concepts described by Dr. Jack Ramsay, Coach of the Portland Trailblazers professional basketball team. The second part consists of activities through which participants can apply teamwork concepts to their own board/superintendent relationship situation, with the purpose of improvement. Included in the two parts of the workshop are the following:

Part I: Exploring the Teamwork Concept

- o A focusing activity, designed to bring participants' attention to the workshop topic
- o A film presentation, including an explanation of five teamwork concepts by Dr. Jack Ramsay and several segments depicting board/superintendent interaction around several typical policy issues
- o Focus questions for guiding participant discussion of the board/superintendent film segments

Part II: Applying the Teamwork Concept

- o A priority setting activity, designed to identify board priorities and board and superintendent roles
- o An activity designed to assist participants in assessing board and superintendent roles and relationships in decision making
- o An activity designed to assess the need for clear agreements and expectations which board members and superintendent have of each other

WORKSHOP PROCEDURES

Total Workshop Time:
125 minutes

TIME		MATERIALS
Total Time: 10 min.	**Activity 1: Focusing on Teamwork**	
	Leader Focus: The focusing activity brings participants' attention to the workshop topic, and establishes an expectation for active participant involvement in workshop activities.	
	o Be sure participants are seated in groups of five to seven around tables. These will be the work groups for Part I of the workshop.	
3 min.	o Ask participants to quickly answer the questions on Worksheet 1 in the participant booklet. The questions are:	Participant Booklet Worksheet 1
	1. What comes to mind when you hear the word "teamwork"?	
	2. What contributes to board/superintendent teamwork?	
	3. What detracts or hinders teamwork between board and superintendent?	
7 min.	o Ask for volunteers to quickly give their answers to each question in turn. Be sure to summarize participants' ideas before moving on. (You might use a chart pak or blackboard to write down key words or phrases.)	
Total Time: 8 min.	**Activity 2: Workshop Objectives and Agenda**	
	Leader Focus: Participants need to develop accurate expectations about the workshop objectives and agenda. This activity provides information about these.	
2 min.	o Explain to participants that in this workshop they will be exploring the teamwork concept of a sports team and its application to the relationship between school board and superintendent.	

TIME			MATERIALS
2 min.	o	Briefly review the workshop objectives, including the following: -- Understand five teamwork principles presented by a professional basketball coach -- Critique board/superintendent behaviors on film within the framework of teamwork principles -- Apply the teamwork concept in establishing school board priorities, clarifying roles, and clarifying expectations in board/ superintendent relations	
2 min.	o	Quickly review the workshop agenda (You may wish to post it!) and time requirements.	
2 min.	o	Ask for comments and questions about the objectives and agenda. Be prepared to offer further clarification and explanation.	

Total Time: 100 min.

Activity 3: Teamwork Film Presentation

Leader Focus: The Teamwork film serves to introduce and explain teamwork principles and to engage participants in critiquing board/superintendent teamwork behaviors.

2 min. o Introduce the film by describing what participants will be viewing:

-- A presentation of the teamwork concept by Dr. Jack Ramsay, a professional basketball coach, well known for his emphasis upon and success with "team play"

-- Several school boards and their superintendents in simulated meetings, whose teamwork participants will be critiquing

5 min. o Without further discussion, show the first part of the film--presentation of the teamwork principles. Stop the projector as soon as you see the STOP PROJECTOR graphic on the film.

TIME			MATERIALS
	o	Ask for any comments or questions before moving on.	
	o	Quickly introduce the next film segment as a small district board <u>simulating</u> a discussion of a policy issue. Ask participants to observe the teamwork behavior of the board members and superintendent, and to be prepared to share their observations.	
4 min.	o	Start the projector, showing the first board segment. Stop the projector at the next STOP PROJECTOR graphic.	
	o	Call participants' attention to the questions on Worksheet 2, relating to the board/ superintendent behavior on the film:	Participant Booklet Worksheet 2
		1. Was the problem one of policy or administration?	
		2. What should the board have done about the problem? What should the superintendent have done?	
		3. Should the chairman be doing anything differently?	
		4. How would your team handle this issue?	
4 min.	o	Ask participants to answer these questions and add any other observations they may have about the segment.	
8 min.	o	Direct each table work group to select a discussion leader, and share their answers and observations.	
5 min.	o	Ask each discussion leader to give a brief summary of group discussion of the segment.	
2 min.	o	Call participants' attention to Idea Paper 1. Review the key ideas in it. Give emphasis to:	Participant Booklet Idea Paper 1
		-- The need for boards and superintendents to clearly define the policy and administrative areas of responsibility through regular assessment and discussion.	
	o	Ask for any additional comments.	

TIME			MATERIALS
3 min.	o	Introduce the next segment as the same board, again <u>simulating</u> a discussion of a personnel issue. Ask participants to observe for teamwork behavior.	
4 min.	o	Start the projector, showing the segment. Observe the STOP PROJECTOR direction.	
5 min.	o	Again, ask participants to respond to the questions on Worksheet 3: 1. What is the confusion about? 2. What should have been done to prevent it? 3. How is trust and confidence involved here? 4. How would your team handle this problem?	Participant Booklet Worksheet 3
8 min.	o	Ask discussion leaders to conduct a group discussion of the answers and observations and prepare a brief summary.	
5 min.	o	Ask discussion leaders to give group reports.	
1 min.	o	Summarize the key ideas from the reports.	
2 min.	o	Call participants' attention to Idea Paper 2. Quickly review the key ideas in it. Give emphasis to: -- The importance of clearly defined goals and objectives -- The importance of clear expectations of the board for the superintendent and vice versa	Participant Booklet Idea Paper 2
	o	Introduce the final segment as an urban district board addressing a school closure issue, again in a <u>simulated</u> meeting. Ask participants to note contrasts with the previous board, as well as teamwork behaviors.	
17 min.	o	Start projector. Watch for STOP PROJECTOR signal.	

TIME			MATERIALS
	o	Direct participants to answer the questions on Worksheet 4, relating to this segment. 1. What information did board members want as part of the superintendents' recommendation? 2. What contributed/detracted from teamwork? 3. What "teams" were evident in the deliberation? 4. What role did the chairman play? What might he have done differently?	Participant Booklet Worksheet 4
15 min.	o	Ask participants to answer questions individually, then share their answers in group discussion.	
5 min.	o	Ask discussion leaders for brief summaries of group observations.	
2 min.	o	Refer to and quickly review Idea Paper 3. Emphasize the following ideas: -- Team decision making is enhanced if it is clear who makes the final decision. -- Alternatives should be presented and discussed. -- Criteria or standards for evaluating recommendations and alternatives should be clear.	Idea Paper 3 Decision Making
	o	Refer to and review Idea Paper 4.	Idea Paper 4
2 min.	o	Provide a summary of workshop proceedings to this point and arrange for a short break.	

PART II: APPLYING THE TEAMWORK CONCEPT

To the leader: In this part of the workshop, participants will be applying the teamwork concept to their own board/superintendent working relationship.

For this purpose, board members and administrators from the same districts should be seated together at tables. If this is not possible, ask participants from districts of similar size to sit together in groups of five to seven members.

Included in this part of the workshop are the following activities:

- o Clarifying Board and Superintendent Expectations
- o Policy vs. Administration: Who Does What?
- o School Board Priorities

TIME		MATERIALS
Total Time: 55 min.	**Activity 1: Clarifying Board and Superintendent Expectations**	
	Leader Focus: In this activity, participants working together in "home groups" will review and clarify expectations of one another, thereby contributing to the clearly defined roles required for teamwork. It is important to set a constructive tone for this activity at the outset, and to monitor the progress of the work groups in order to keep the discussion on a positive track.	
5 min.	o Introduce this part of the workshop as an opportunity to apply the teamwork concept and principles in a series of activities. In particular the application will focus on: -- Board and superintendent expectations of each other -- Clarification of board and superintendent roles in policy and administrative areas of governance -- Identification of priority areas for board and superintendent attention, and discussion of their implications for team performance	

TIME			MATERIALS
5 min.	o	Referring to Idea Paper 5, quickly review the five teamwork principles presented in the film, using the transparencies. -- Common goals -- A "game plan" -- Evaluation of progress -- Clearly defined roles -- Trust and confidence	Idea Paper 5 Teamwork Trans. TW 1-5 Principles
3 min.	o	Point out that roles are the <u>expectations we have for one another's behavior and performance</u>. Expectations may be unstated, unclear, or change over time, and this can easily lead to misunderstandings, confusion and frustration. This activity will afford participants an opportunity to review and clarify expectations in several key areas.	
3 min.	o	Call attention to Worksheet 5 in the participant booklet (Clarifying Board and Superintendent Expectations). Review the instructions for this activity.	Participant Booklet Worksheet 5
10 min.	o	Ask participants to complete their responses to each responsibility <u>individually</u>.	
	o	Appoint a discussion leader for each work group. This should be the board chairman, if present.	
3 min.	o	Ask the discussion leader to quickly tabulate his or her group's responses to the items.	
20 min.	o	Direct the discussion to the items which show <u>least clarity or agreement</u>, e.g., those to which most members gave a <u>no</u> or <u>unsure</u> response.	
	o	Emphasize the importance of positive statements of expectations, such as "I expect the superintendent to keep the board informed of...." rather than critical statements.	
	o	Circulate among work groups to assist in the clarifying discussions. Be prepared to intervene if discussion becomes negative.	

TIME			MATERIALS
5 min.	o	Ask discussion leaders to share <u>one example</u> of progress in the group discussion.	
1 min.	o	Quickly summarize the activity and point out that boards and superintendents should <u>regularly</u> discuss their mutual expectations.	

Total Time: 45 min.

<u>Activity 2: Policy vs. Administration: Who Does What?</u>

<u>Leader Focus</u>: This activity provides participants with another opportunity to discuss present role performance and to clarify and readjust expectations. The focus here is upon the <u>policy</u> and <u>administrative</u> areas, in which the distinction is often blurred. The activity should help to reduce misunderstanding and confusion.

5 min.	o	Introduce the activity by pointing out that teamwork is essential when there is a division of functions of responsibilities, as in the policy and administrative functions of school district governance. Suggest that the textbook explanation is that the <u>board</u> makes policy and the <u>administrator</u> carries these out. Point out that this is rarely the case in reality, and that the policy/administration distinction is often unclear. This activity should help clarify it.	
	o	Call attention to Worksheet 6 in the participant booklet (Policy vs. Administration: Who Does What?).	Participant Booklet Worksheet 6
5 min.	o	Ask participants, <u>working individually</u>, to respond to both questions in the following ways:	
		-- Circle the response which best describes their current board/superintendent working relationship.	
		-- Place an <u>X</u> next to the response which represents how they would like the relationship to be, or how it should be.	

TIME			MATERIALS
10 min.	o	Appoint a discussion leader (board chairman) and ask this person to quickly tabulate group members' responses to the questions.	
15 min.	o	Direct attention to the items of greatest discrepancy. Ask discussion leaders to lead discussion in these areas, to include: -- Why the individual member feels the relationship should be different from what it is -- What specific suggestions for change in board/superintendent communications are implied	
	o	Monitor work group discussion carefully to ensure that it proceeds in a positive way.	
5 min.	o	Ask for discussion leader reports of group progress in clarifying policy and administrative roles.	
5 min.	o	Summarize the activity, and conclude by pointing out the need for regular board/superintendent discussion of roles.	

Total Time: 90 min.

Activity 3: School Board Priorities and Their Implications

Leader Focus: Sharing common goals--goals to which all members are committed, is an essential ingredient of teamwork. This activity affords participants an opportunity to establish goals and priorities in four areas of school board concern, and to translate these priorities into actions of board and superintendent which will help achieve these goals.

5 min. o Introduce the activity by referring to the common goals principle of teamwork discussed by Jack Ramsay in the film. Explain that school boards should establish goals and priorities and evaluate progress toward them on an annual basis.

TIME			MATERIALS
5 min.	o	Using the transparency, explain four functions of school boards, including: -- Instructional program -- Management -- Communication/representation -- Policy development	Trans. TW 6 Functions
	o	Refer to Idea Paper 6 in Participant Booklet for summary of ideas in the presentation.	Idea Paper 6 Functions
	o	Point out that in this activity, participants will have an opportunity to establish priority among these four areas, and to identify some goals within them.	
	o	Refer to Worksheet 7 in the participant booklet (School Board Priorities), and quickly review instructions for the activity.	Worksheet 7 School Board Priorities
10 min.	o	Ask participants to "play the game" <u>individually</u> by allocating time to the cartoon strip panels. Emphasize that they must allocate at least the minimal time to each area, and that they must spend the full amount of time available (90 hours).	
5 min.	o	Ask discussion leaders (chairmen) to tabulate group members' priorities, using the chart on the back of the worksheet.	Worksheet 7 Board Results
15 min.	o	Direct discussion to areas of difference in priority, and ask discussion leaders to engage group members in a discussion of their reasons for their priorities. Emphasize that group members should <u>listen</u> to these explanations.	
5 min.	o	Give participants an opportunity to change priorities as a result of the board discussion. Ask discussion leaders to record any changes.	
10 min.	o	Direct participants to identify some specific goals or ideas within the priority areas, using the appropriate section of the worksheet.	Worksheet 7 Board Priorities

TIME			MATERIALS
		For example, if the board priority area is communications, some specific goals might be to hold a meeting with newspaper reporters to explain a policy issue, to establish an advisory committee on school closures, etc.	
10 min.	o	Ask discussion leaders to summarize individual ideas and prepare a brief report for the large group.	
5 min.	o	Receive and summarize group reports.	
15 min.	o	Ask discussion leaders to engage their work groups in an examination of implications of the priorities, with particular emphasis upon what board and superintendent will do more of and do less of within these.	Worksheet 7 Implications
	o	Monitor work group progress.	
5 min.	o	Ask for a few voluntary reports from discussion leaders.	
	o	Summarize the activity, pointing out the need to regularly set and review board goals and priorities.	

Total Time: 15 min.

Activity 4: Workshop Evaluation and Wrap-up

Leader Focus: This activity provides for closure and conclusion of the Teamwork workshop and gives participants an opportunity to evaluate and give feedback to the leader about the content and process of workshop activities.

3 min.	o	Explain the purposes for the workshop evaluation--to aid you in improving the workshop in future presentations.	
5 min.	o	Ask participants to tear out and complete the workshop evaluation form at the back of the participant booklet.	Workshop Evaluation Form

TIME			MATERIALS
5 min.	o	Provide summary of workshop activities, including:	
		-- Goals and objectives	
		-- Film and critique	
		-- Application activities	
2 min.	o	Thank participants for their attention and dismiss them.	

SECTION 4: EVALUATING THE WORKSHOP

Evaluation of processes and materials has been a built-in feature of this workshop during its development and testing phases. As a workshop leader, you are encouraged to continue evaluating the workshop in order to find ways to improve it or modify it for your purposes.

Testing

Initial testing, carried out by the developers, focused on issues of appropriateness and match. Here, participants were asked to comment on:

- Language used in presentations and materials
- Clarity of objectives for activities
- Relevance of the topic for school boards
- Receptivity of participants to presentation styles, activities and materials

In later stages of development, other evaluation questions were asked of participants. These questions sought to gain feedback to workshop leaders about issues of:

- Adequacy of treatment of the topic
- Time allocations for various portions of the workshop
- Participants' ratings of the effectiveness of workshop leaders' presentations and of workshop activities and materials

Why Evaluate?

Continuous participant feedback to you as you present the workshop can be helpful in several ways:

- Personal growth and development. Whether you are new to workshop presentations or a seasoned veteran, participant feedback can be helpful in your personal and professional development. Participant evaluation of your presentation style, of how helpful you were in their learning, and of how you handle time and materials can be invaluable to you as a source of growth.

- Adapting the workshop. Participant feedback can give you ideas and suggestions which will be helpful to you in planning future presentations of the workshop. Perhaps more time needs to be spent in one area. Perhaps objectives need to be made clearer. Perhaps participants grew too tired during a two-hour evening presentation. These participant perceptions and feelings will provide information for you to consider as you continuously adapt and modify the workshop in successive presentations.

- Improving materials and activities. Participant feedback will give you clues as to how to improve upon the basic workshop structure and materials. Perhaps you will need to add more specific legal or statutory information about your state. Perhaps you will need to provide a description of the legislative process in your state, or a list of legislators and districts.

Again, participant feedback can be an important basis for decisions like these.

What to Evaluate

An adequate evaluation of a workshop provides you, as workshop leader, the kinds of information you need to determine how well the presentation achieved your objectives. It also gives you an indication of how well the presentation met the needs and expectations of participants.

- Objectives--The objectives of the workshop are stated in terms of knowledge/information which participants are expected to gain, skills they are expected to develop, or attitudes they are expected to have as a result of the experience.

  Evaluation of objectives can involve questions of clarity (Are the objectives clear to participants?), questions of appropriateness or match (Do the objectives meet participants' needs and expectations?) and questions of achievement (Do participants gain in information, skills and attitudes?).

  The first two kinds of questions are relatively easy to assess during the workshop. The third, while very important, is the most difficult to assess.

- Presenter--The skills of the presenter in conducting the workshop is another area for evaluation.

  Questions in this area might focus on the presenter's delivery of lecturettes, helpfulness in workshop activities, knowledge of the subject and other concerns.

- Workshop processes--These include the procedures and activities designed to result in learning. Among the workshop processes are lecturettes, small and large group discussions, quizzes and questionnaires.

  Evaluation of these processes involves questions regarding their contribution to participants' understanding, learning and skill development.

Questions for Evaluating This Workshop

The following questions are those included in the participant booklet for evaluation of presentations of these workshops. They represent a comprehensive and adequate set of workshop evaluation questions, speaking to objectives, presenter and processes.

WORKSHOP EVALUATION

Please answer the following questions frankly. Your responses will help to improve the presentation of the workshop in the future.

1. My overall rating of this workshop is:

1	2	3	4	5
Excellent		Fair		Poor

Comments:

2. The workshop objectives were:

_____ 1. Clear to me

_____ 2. Somewhat clear

_____ 3. A mystery to me

Comments:

3. What I expected from the workshop, but did not get, was. . .

4. A. The workshop leader(s)' knowledge of the topic was:

1	2	3	4	5
Excellent		Fair		Poor

Comments:

B. The workshop leader(s)' presentation of the workshop (instructions, clarity, etc.) was:

1	2	3	4	5
Excellent		Fair		Poor

Comments:

C. The workshop leader(s)' helpfulness to me and other participants was:

1	2	3	4	5
Very Helpful		Helpful		Not Helpful

Comments:

5. I learned most from

_____ Lecturettes given by the leader

_____ The film presentation and discussion

_____ The reading material

_____ Small group discussions

_____ Large group discussions

_____ Other activities

6. The most valuable thing(s) I learned from the workshop was. . .

SECTION 5: RESOURCES

Included in this section are several concept papers which are the foundation of ideas for this workshop. Included here are:

"Teamwork: The Board and Superintendent in Action," by Keats Garman, Senior Program Associate, Northwest Regional Educational Laboratory

Transcript of Dr. Jack Ramsay's explanation of teamwork principles

"The Role of and Relationship Between the School Board and the Superintendent," a joint position statement of the National School Boards Association and the American Association of School Administrators, 1980

"Four Functions of the School Board," by Keats Garman, Senior Program Associate, NWREL

"A Modest Proposal to Improve Board-Superintendent Relations," Carrol F. Johnson, February 1980

JACK RAMSAY'S COMMENTS FROM THE FILM

You should be familiar with the concepts Jack Ramsay introduces in the film, so that you can guide the discussion and examination of them. Below is a word-for-word transcript of his comments.

In the many years that I've coached basketball at the high school, college and professional levels my teams have been characterized by the quality of their team play. I have stressed this characteristic because it is the single most consistent factor that identifies with successful basketball teams. But what are we talking about when we talk about teamwork? There are many basic principles involved in teamwork.

First, there must be a common goal that is agreed upon by all members of the team. Secondly, there has to be a game plan whereby that common goal can be attained. Thirdly, there must be almost constant evaluation of the practices and procedures to make sure that the team is moving in the direction of the accomplishment of the goal. Next, there must be clearly defined roles for each member of the team to carry out and to perform so that the team goal can be realized. Lastly, there must be a great element of trust and confidence among all the members of the team so that each has the confidence in one another so that the goal can be worked toward and can be attained.

Let's talk about common goals. In basketball, it's winning the championship. In other fields, such as education, the goals may not be as obvious and they may only be derived after a great deal of individual thought, mutual discussion, perhaps debate, and ultimately some compromise on the part of the individual members of the group.

Common goals are extremely important. They take precedence over any individual goals that members of the team may have. But they don't bury talent, and they don't disregard individual initiative. Rather they use those qualities toward the accomplishment of the team goals.

But teamwork just doesn't happen, either. It has to be the result of a game plan that is carefully worked over and arrived at by all the members of the team--players and coach alike. Rules have to be established and carried out, and it is the coach's responsibility to make sure that the rules are carried out and policies are adhered to.

The game plan has to be constantly checked out. This is done through evaluation. The checking out takes place on the practice floor, during the game, at time-outs, and after the game as a critical review of what has happened during the course of the action. All team members should feel free to contribute to the evaluation that takes place of what has happened during the activity.

This kind of evaluation cannot be overemphasized. Team members will feel good about their contribution to the game plan and to the ultimate attainment of the goal if they feel they have contributed to the ideas and the workmanship that goes into the attainment of that goal.

But team play also requires a certain degree of role playing by the members of the team. In basketball, the guards handle the ball and are the first line of defense. The forwards and centers are going to be required to take care of the interior play around the basket. It's not going to work out if the guards want to play inside, and the forwards and center want to handle the ball on the perimeter. It would be a chaotic situation. And only when team members know what their role is and carry it out with clear understanding, can the goal be attained.

When everyone on the team, players and coach alike, understands what his role is and what the role of others are on the team, then the attainment of the common goal can be a reality.

Now, there may be times when things get tough, when an individual wants to take on more responsibility than his role calls for--that will not work out. Players must have the trust and confidence, not only confidence in themselves, but trust in others and their ability to do the job. In this way, working together, the problems that will inevitably arise in a game situation where you're going to get behind in the game, you can meet that challenge, you can resolve that problem, by working together with good trust and confidence.

Trust and confidence, therefore, is essential to team play. When team members trust one another and have the ability to carry out their individual roles, then success can be the result.

Team play is a concept that works, and I don't care whether it's basketball or any other endeavor, no team ever won a championship without a high level of team play. The same applies to any other field. It takes a recognition, a meeting head on, and a solving of problems that are bound to arise before growth can take place that's going to be meaningful. This can be done as a unit, and when your unit is working together toward the accomplishment of its goal, you have the stuff to meet the problem.

A MODEST PROPOSAL TO IMPROVE BOARD-SUPERINTENDENT RELATIONSHIPS*

The solution to troubled relationships between boards and their superintendents is simple: Require that all board members be active superintendents from other districts. That is the trend in the nation's corporations, where chief executive officers, active in other corporations, are appearing more frequently on governing boards. It certainly would make things easier for the superintendent. The board members would speak a common language, know what is expected of them, and be too busy managing their own districts to want to administer any others.

Boards and superintendents have troubled relationships because they are from different tribes. Board members are amateurs in education, superintendents are paid; board members are part-time, superintendents are full-time; board members are usually elected, superintendents are usually appointed; board members hold their power collectively, superintendents hold theirs individually. Most important, while the board is, in a sense, the boss and the superintendent the employee, the superintendent is hired to be a leader. Both the board and superintendent are in charge.

No wonder so many boards and superintendents cannot work together. Once their differences are outlined in this fashion, it becomes a wonder they can sit down in the same room together. Their areas of responsibility are not clearly defined, and they must learn to speak each other's language before the situation can be clarified. The problem is often "solved" by ignoring it. Boards and superintendents mouth suitable vague and unarguable truisms about the value of public education, and win the war by declaring peace. Both then express surprised outrage when undiscussed differences develop into conflicts. By that time, communication has become doubly difficult.

How much simpler if all board members were superintendents and all superintendents board members! Think of it, a cadre of professionals controlling the education of the nation's children, all speaking the specialized language of educational administration, accountable to no one and to nothing but the cadre's self-generated values. Think of the delightful homogeneity that would result! Since this absurd, tongue-in-cheek proposal flies in the face of our basic belief in citizen control of public education, for now we must deal with reality. In reality, the fundamental differences between board and superintendent will cause communication failures if a substantial amount of work is not invested in the relationship itself.

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*Johnson, Carroll F. A modest proposal to improve board-superintendent relationships. Updating School Board Policies, Volume 11, No. 2, February 1980.

When the relationship between a school board and its superintendent has soured, there may be a variety of substantive and understandable causes. The board and superintendent may disagree fundamentally on a philosophy of education. The superintendent or the board may be incompetent and/or corrupt. In such cases, good relations are not appropriate. The board should fire an incompetent superintendent, and a superintendent should resign or take other appropriate steps if he finds himself serving a corrupt board.

Usually, though, relationships fail because of problems that were not originally substantive. Boards and superintendents often work poorly together because of failures in communication. Good communication alone will not ensure good schools, and communication is not the only element in good board-superintendent relationships, but it is a crucial element. Good communication, mutual respect, and a clear understanding of each other's role and responsibilities: These overlapping elements form the basis for a sound relationship.

Good communication is based on shared understanding. Board and superintendent should work to develop common goals, a common language, and common expectations. Without mutual respect and clearly defined roles, that understanding cannot be achieved. If the board and superintendent have not paid proper attention to their relationship they may well end by suspecting each other of duplicity, incompetence, and downright meanness. Problems in communication are cumulative. Neglect of appropriate communication threatens first the understanding of each other's proper roles, and ultimately mutual respect.

Educating children is the ultimate goal shared by board members and the superintendent. It is the trust invested by the community in the board, and delegated by the board to the superintendent. But the board and superintendent must not only fulfill that trust, they must convey to the community how it is being fulfilled. It is the board's task to keep itself informed and the superintendent's task to keep them informed. Together they share the task of communicating the understanding they have reached to the community.

Good communication, then, between the board and superintendent is necessary to fulfill the community's trust. The board and superintendent can hardly communicate with the community if they cannot communicate with each other. Communication is simply part of their jobs. Any failure is mutual. The board-superintendent relationship is symbiotic. If they are not loyal to each other, their division will diminish the status of both and work to the detriment of education. Neither is independent. The superintendent must jealously support the credibility and reputation of the board, just as the board must maintain public and private confidence in the superintendent.

Let me put the case baldly: If you are a board member dissatisfied with your superintendent, and you cannot honestly say that he is incompetent, corrupt, or in fundamental philosophical opposition, I would urge you to evaluate your own role in the relationship first. I would urge the same to a superintendent dissatisfied with a board member. It is your job to do so.

You should cultivate in yourself a predisposition to respect your superintendent, and a willingness to understand and observe limitations on your own power. Reconcile yourself to spending much time and effort on the relationship itself, because the relationship between board and superintendent is of primary importance to any success they may have working together to educate the community's children.

Having drawn these broad generalizations on the foundations of a board-superintendent relationship, I would now like to make some specific suggestions to improve such relationships.

First of all, establish thorough selection procedures. Relations between the board and superintendent begin at the first superintendent selection interview. In that first contact, the chemical or gut feeling is important. Just as important is to become fully informed about the candidate's professional goals, standards of professional conduct, what he stands for, and so on. If the candidate is selected carefully for interview, evaluated in more than one meeting (of four to six hours each), and treated with the utmost respect and consideration throughout, a groundwork is laid for future understanding.

Second, establish evaluation procedures: Board-superintendent and superintendent-board. The board and superintendent jointly should establish clearly understood goals for the district, based on an analysis of present strengths and weaknesses. The expectations on progress toward these goals should be clearly outlined in written form and evaluation procedures established at least a year before the process of evaluation takes place. Judgments should be supported by as much objective evidence as possible.

Third, make sure your superintendent knows what you think and why. He cannot accommodate your opinions if you keep them to yourself, then vote against him on an issue without explanation. Avoid making prior commitments on issues to one faction or another. Leave yourself the option of changing your mind after discussion with other board members and your superintendent. Avoid hidden agendas, keep your mind open, and discuss your thoughts fully and candidly.

Fourth, base your action on issues, not personalities. Problems arise when the superintendent or board personalizes criticism or questions the motives behind disagreement. The person who opposes you on one issue may be with you on the next--unless you have called him incompetent or corrupt or have questioned his motives because of the disagreement. It is in the interest of board and superintendent to heal wounds, reconcile differences, and make friends of potential enemies. Don't collect enemies, either in the school system or in the community.

Fifth, and finally, maintain credibility. The board must have faith in the superintendent and vice versa. This means that not only must they be scrupulously honest with one another and in public, but every possible step must be taken to avoid the possibility of misunderstandings. Repetition is less of an evil than obscurity. Be sure that you are understood. This kind of public honesty means you must be honest with yourself as well. Avoid self-deception by examining your own motives and prejudices carefully. The trust given you by the community requires that you rise above yourself to true leadership. That requires self-knowledge.

Good relations between superintendent and board start out with each being scrupulously honest with themselves and each other. Eternal vigilance, painstaking effort, and the time necessary to proper cultivation are the price of good board-superintendent relations. When the burden of reaching amicable understanding with your superintendent seems too great, contemplate my utopian vision of a cadre of professionals. John Philpot Curran in 1790 said, "The condition upon which God hath given liberty to man is eternal vigilance." And, I might add, hard work.

BOARD-SUPERINTENDENT TEAMWORK*

Public education today needs strong school boards and strong superintendents who assume leadership roles. Indeed, to an important degree, educational success is dependent upon a good working relationship between the school board and the chief administrative officers it employs.

Basic to this relationship is a clear understanding that a board and its superintendent constitute a team, neither party of which can operate effectively without thorough knowledge of and support for the other's role.

It is increasingly important for a board and superintendent to delineate their respective roles. A superintendent is expected to: display excellence as an educational leader, be politically sophisticated, be more aware of and active in legislative developments, and have a greater knowledge of federal and state laws. A school board is asked to be responsive to its constituencies in governance; sensitive to the special needs of all learners in the district, a more active advocate for children to local governmental entities, and state and federal levels of government, and a vigorous ambassador explaining the instructional programs to the people.

To accomplish these tasks, the board must serve as the legislative body in the development and evaluation of policies; the superintendent must be primarily responsible for the administration of the school district in accordance with board policies.

The board and superintendent must recognize that the distinction between strictly legislative and strictly administrative functions is not always clear-cut. If ambiguity is to be minimal in the working relationship between the board and superintendent, each should be aware of three influences that bear on this division of responsibility:

1. The nature of policy development and administration. A key role of the superintendent is as a professional advisor to the school board. While the board is not bound to accept the superintendent's advice, it nonetheless should not establish policy without first consulting the superintendent, its chief professional advisor. Nor, similarly, should the superintendent institute administrative procedures without first affording the board an opportunity to review proposed rules for their adherence to board policy. Moreover, the board should be afforded a regular opportunity to review existing administrative procedures to test whether they do indeed conform to policy. The emphasis here is on communication--the sharing of information between board and superintendent--not on approval to be sought or won.

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*Adapted from "The Role of, and Relationship Between, the School Board and the Superintendent," Joint Position Statement of the National School Boards Association and the American Association of School Administrators, recommended by the joint AASA/NSBA Committee, January 30, 1980.

2. The increasing influence of external factors on local school governance. Legislative mandates, for instance, frequently require the board to adopt detailed rules to implement new laws and mandated curricula, and the superintendent periodically must meet unanticipated events with actions that establish policy by precedent in areas where the board has no formal written policy.

3. The discretionary authority boards grant their chief administrators. The board by law is responsible for school programs and operations. Nevertheless, all boards delegate some portion of that authority to their superintendents. Without sufficient authority delegated from the board, a superintendent's ability to discharge respnsibility is diminished. Where to draw the line of delegated authority is a matter that each board and its superintendent must determine individually and review periodically. There is one guideline: the board must give its professional school administrator enough authority to carry out designated responsibilities, and the administrator must give the board adequate assurance that the job the board designated is being accomplished.

Within this general framework, school boards have these specific responsibilities:

- To delegate to the superintendent responsibility for all administrative functions, excepting those specifically reserved to the board chairperson
- To support the superintendent fully in all decisions that conform to professional standards and board policy
- To hold the superintendent strictly responsible for the administration of the schools through regular constructive written and oral evaluations of the superintendent's work. (Effective evaluation is an ongoing effort and should be linked to goals set by the board.)
- To provide the superintendent with a comprehensive employment contract
- To give the superintendent the benefits of the board's counsel in matters related to individual board members' expertise, familiarity with the local school system, and community interests
- To hold all board meetings with the superintendent or a designee present
- To consult with the superintendent on all matters, as they arise, that concern the school system and on which the board may take action
- To develop a plan for board/superintendent communications

- To channel communications with school employees that require action through the superintendent, and to refer all applications, complaints, and other communications, oral or written, first to the superintendent in order to assure that the district does not bog down in excessive bureaucracy and is responsive to children and patrons

- To take action on matters only after hearing the recommendation of the superintendent

- To establish a policy on the effective management of complaints

- To provide the superintendent with sufficient administrative help, especially in the area of monitoring the curriculum

<u>In keeping with the division of effort, superintendents have these specific responsibilities</u>:

- To serve as the board's chief executive officer and advisor

- To serve as the school system's educational leader

- To keep the board informed about school operations and programs

- To keep the community informed about board policies, programs, and district procedures

- To interpret the needs of the school system to the board

- To present and recommend policy options along with specific recommendations to the board when circumstances require the board to adopt new or revise existing policies

- To develop and inform the board of administrative procedures that implement board policy

- To provide leadership for the district's educational programs

- To develop an adequate program of school-community relations

- To manage the district's day-to-day operations

- To evaluate personnel and keep the board informed about evaluations

An efficient and well-understood system of communications between the school board and superintendent is vital to a successful working relationship based on the general responsibilities listed above. The first step toward achieving this will be reached when a board and its superintendent can put in writing what they agree to be their respective roles and responsibilities.

TEAMWORK: THE BOARD AND SUPERINTENDENT IN ACTION

Background:

In this film, Dr. Jack Ramsay, Coach of the Portland Trailblazers basketball team, presents several key concepts about effective teamwork. The film then cuts away to a school board and superintendent in action, demonstrating these concepts at work.

Teamwork Concepts

The film presents five concepts that are important in any team effort. These are:

- Common goals, supported by all team members
- A game plan to achieve the goals
- Regular evaluation of progress, with full team participation
- Clearly defined roles, resulting in a coordinated effort
- Trust and confidence of team members in one another

Although communication is not emphasized separately, it is also a key concept in teamwork, and is illustrated richly in the film. In fact, good communication among team members is the basis for all of the other concepts.

Common Goals

Common goals, or goals supported by all team members, are one of the essential elements of effective board/superintendent relations. Common goals provide:

- A framework for unified action
- A guide for allocation of resources
- A basis for communication and understanding
- A foundation for effective public relations, policy development, and direction for the school system
- A frame of reference for reducing and managing conflict
- The basis for evaluation of progress

Common team goals are a blending of individual member goals. The individual can better achieve his or her goals through team support and action.

A "Game Plan"

Planning to achieve team goals is a second essential element in teamwork. A plan provides:

- A course of action team members will follow to achieve common goals
- A means of allocating resources and time to priority goals
- A way of controlling and coordinating activities
- A more specific set of objectives and strategies to reach goals
- A projection of time needed to achieve goals and objectives

Effective teamwork requires that all team members participate in developing the game plan. This increases individual understanding and commitment to carrying it out. Members who do not understand the plan cannot be expected to perform well in achieving team goals.

Evaluation of Progress

Regular evaluation of progress in achieving goals is a third essential element in teamwork. This kind of evaluation provides:

- A check on how well plans are succeeding
- A means of monitoring resources (money, people)
- An assurance of accountability--so that what is supposed to be happening is happening
- A control for quality of effort
- An identification of needed improvements

Evaluation begins with the identification of decisions that need to be made. Team members ask questions, gather information to answer them, and finally make judgments about how well goals are being achieved. Evaluation may result in changing plans, strategies, or resources allocated to particular activities. Evaluation insures that these decisions will be made on the basis of facts, information, or evidence, rather than on the basis of opinion alone.

Clearly Defined Roles

A fourth essential element in teamwork is a clear division of work and roles. Individual team members play different roles in achieving goals. Clear role definition provides:

- A clear expectation for performance of individual team members
- A constructive part for each member to carry out

- A coordinated effort in achieving desired goals
- Agreements that help avoid misunderstanding and confusion
- A feeling of interdependence and contribution on the part of each member of the team
- A building upon individual strengths of team members

The need for clarifying roles is an ongoing one. Roles may shift and change depending upon tasks and strategies and the demands of the total enterprise.

Trust and Confidence

These qualities are the fifth essential element in teamwork. Team members need to have confidence in one another to get the job done. They need to have trust in individual judgment, behavior, and ability.

Trust and confidence result from good team relationships, and are maintained by open, candid communication among team members. Trust and confidence are increased when:

- Communication is open and direct among team members
- Lines of authority are clear
- Roles are agreed upon by all team members
- Individuals feel they are contributing to the team effort
- Accountability for performance is clear
- Team members perform in ways they are expected to

Team members trust in one another, and confidence in the others' abilities, willingness, and commitment to get the job done are some of the payoffs in teamwork.

THE FOUR FUNCTIONS OF THE SCHOOL BOARD

Introduction

School board members spend hundreds of hours a year in meetings, carrying out the work of the school district. Boards spend countless hours in discussion, deliberation, and decision making activities in a variety of areas, from setting educational goals to awarding contracts for fuel and establishing transportation routes.

While there are some variations in state laws regarding the duties, powers and responsibilities of the school board, the following four major areas are both common and typical.

- Providing for a program of quality instruction within available resources
- Providing for management and direction of the school system
- Providing for guidance of the school system through policy development
- Providing for communication between the school system and the community served by the schools

These are the four functions of the school board and while the board can, and often does, delegate the authority for carrying out these functions to the professional staff, it may never delegate the ultimate responsibility for them. The effective school board takes these functions seriously, and carries them out systematically.

The Four Functions: A Closer Look

Providing for a Program of Quality Instruction

School board members are local education leaders. While the school boards are feeling the impact of powerful national trends such as teacher demands in collective bargaining, court decisions regarding special needs of minority and other children, and administrative actions of state agencies regarding curriculum and instruction, the school board continues to have tremendous responsibility for the educational program. The school board can, in effect, establish what will be taught, how it will be taught, when and where it will be taught, to whom it will be taught, and with what materials it will be taught.

The school board employs a professional staff of administrators and teachers to manage and carry out the instructional tasks. The board can and should rely upon the expertise of the staff for advice and consultation about the instructional program. The board, however, can take a leadership role in such areas as:

- Assessing and reflecting the needs and values of the community in decisions relating to the instructional program
- Developing an educational philosophy to express the present and future needs of the community and children
- Establishing educational goals that reflect the philosophic position of the board
- Initiating program development activities consistent with the established philosophy and goals
- Reviewing curriculum materials and textbooks for their appropriateness for use in the school's instructional program
- Reviewing the instructional methods and alternatives for their compatibility and effectiveness in achieving educational goals
- Initiating systematic review and evaluation of all phases of the school program, including courses, programs, student achievement and staff inservice activities

In addition, the school board can demonstrate initiative and leadership in other areas of the educational program, including:

- Field trips
- Class size
- Guest speakers
- Homework
- Guidance and counseling
- Grading practices

Providing for Management and Direction

School board members have a management responsibility. The board is a partner in the management team, along with the administrators it employs. While the board typically does not take part in the day-to-day operation of the school system, it does participate in a variety of management decisions. Among these are decisions in regard to:

- Bond elections
- Budget review and adoption
- Buildings and grounds maintenance
- Fiscal accounting
- Food services
- Negotiations
- Payroll procedures
- Personnel management
- Plant construction and renovation
- Purchasing
- Surplus property disposal
- Tax and debt management
- Transportation services

Again, the school board can rely upon the superintendent and other professional staff for expert advice in many of these decisions. Also, the board can direct the professional staff to conduct analyses, develop reports, and prepare recommendations in advance of board action.

Providing for Guidance of the School System Through Policy Development

School board members are local policy makers. The school board acts as a quasi-legislative body in establishing policies which guide the school system. When carefully designed, school board policies have the force of law at the local level. The guidance and control that the board provides through its policies are critical to the smooth operation of the school system, to giving the professional staff needed direction, and to relieving the board from hundreds of details.

Board policies are typically needed in such areas as:

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- Personnel (teaching and non-teaching)
- General administration, including relations between the board and superintendent
- Fiscal and business management
- Development of the physical plant
- Community relations

Additional policies and procedures (often called bylaws) are typically needed for guiding the board's own operations, including meetings and committees.

Providing for Communication Between the Professional Staff of the School System and the Community Served by the Schools

Board members are spokespersons and interpreters. As elected local public officials, school board members are in a unique positon to make the presence of the school felt in the community, and the community values, needs, and views felt among the professional educators. This is the fourth job of the school board.

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  Telling the school story to the public is probably one of the most crucial tasks facing school managers today. While ours is an age of public mistrust of government at all levels, the public expects to hear about and even participate in school affairs. The school board can take an active leadership role in communicating with the public, through news releases, feature stories, and provision for public participation in school board meetings. Speaking at meetings of the Grange, civic clubs, and the Chamber of Commerce are also effective methods of telling the school story.

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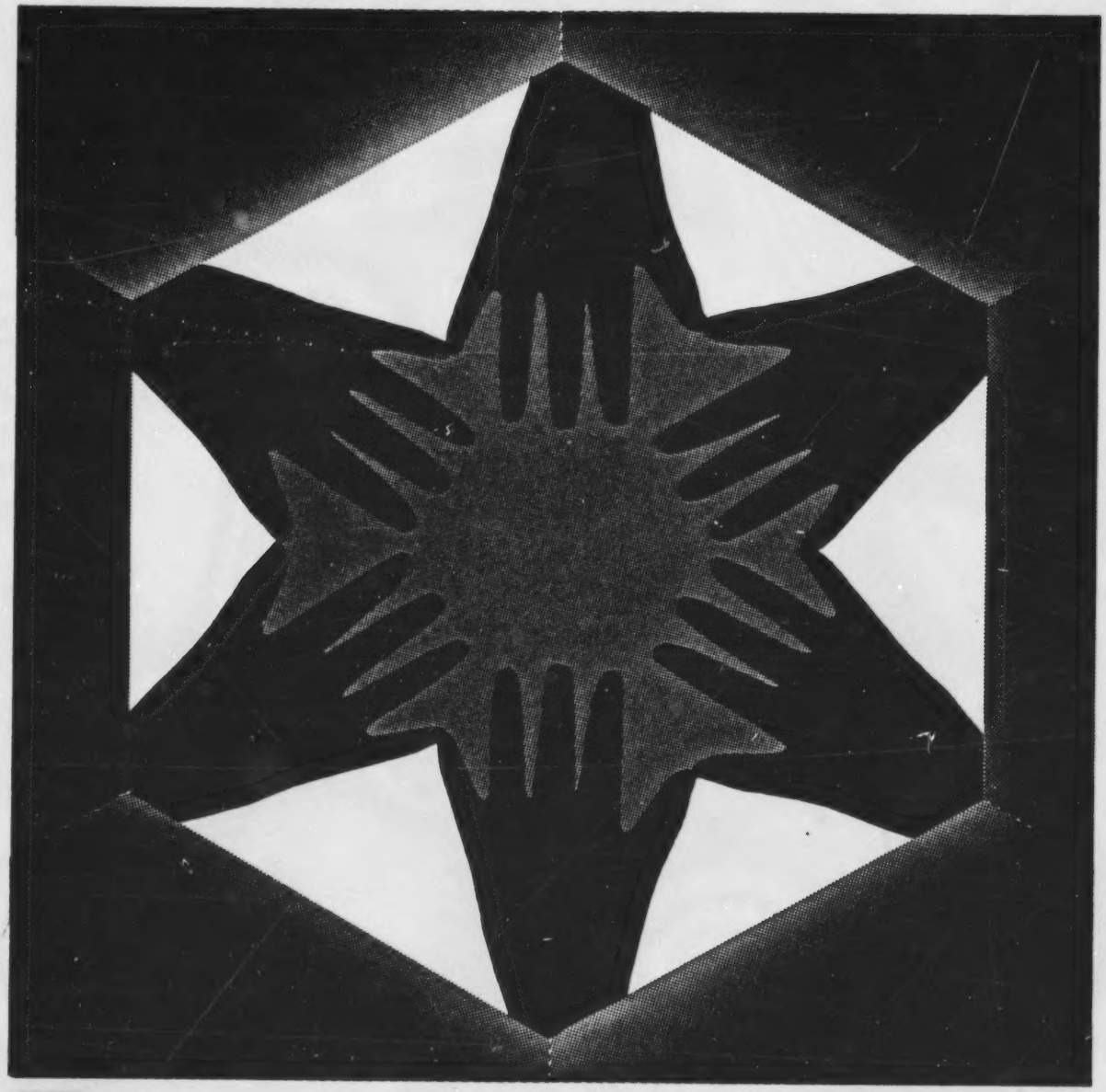
TEAMWORK:

The Board & Superintendent in Action



Northwest Regional Educational Laboratory

KEYS TO SCHOOL BOARDSMANSHIP

WORKSHEET 1

Please write down a few ideas in response to the following questions:

1. What comes to mind when you hear the word "teamwork"?

2. What things contribute to teamwork between a board and superintendent?

3. What things detract or hinder teamwork between a board and superintendent?

WORKSHEET 2: FILM SEGMENT 1

You just viewed the board and superintendent discussing what to do about a problem in community use of school buildings.

Questions for discussion:

1. Was the problem one of policy or one of administration?

2. What should the board have done? What should the superintendent have done?

3. What should the chairman be doing?

4. How would your team handle this problem?

IDEA PAPER 1: ROLES IN BOARD AND SUPERINTENDENT TEAMWORK

The roles that we play as board members or administrators are a result of several forces working together. Some of these are:

- Legal Status--School boards are established by the state legislature. State statutes spell out many areas of board powers, duties, and responsibilities.

- Traditions--Each local community has come to expect certain things from the school board and its members. For example, some communities may expect the board to involve it in many decisions; others may expect the board to make decisions without much community participation.

- Expectations of individual board members and administrators--These expectations for each other's performance and behavior are extremely important, and should be discussed openly and often.

- Background, experience, and training--Acting as a board member may be a new and difficult experience for those who are used to individual action. Administrators bring to their jobs a view of their roles and responsibilities which has resulted from their training and other experiences.

Four School Board Functions

The board and superintendent are team members in defining and carrying out four functions or board tasks.

- Providing for a program of quality instruction for youngsters

- Providing for guidance and control of the school system through planning, budgeting and evaluating

- Providing for effective two-way communication between and among members of the school community

- Providing for direction of the school system through carefully developed written policies

Board and Superintendent Roles

A school board and superintendent make different contributions in carrying out these four jobs. The contribution of each is critical to the overall effectiveness of school district performance. The board and superintendent are interdependent--each depends upon the other to make a contribution to the job.

> Policy--The board's base of operation. Effective school boards operate from an individual issue or problem base. A policy is a broad guideline for action. It tells what the board wants to happen, and, in some cases how much. Put another way, a policy is a decision which the board would make in the same way time after time.
>
> Administration--The superintendent's base of operation. The superintendent (and other key administrators) provides internal leadership to the school system. Administration, in part, involves translating board policy into action, and providing leadership so that board policy is carried out in the day-to-day operations of the school system.

Board members and superintendents who spend time on a regular basis discussing and clarifying roles are well on the way to developing an effective teamwork relationship.

WORKSHEET 3: FILM SEGMENT 2

You just viewed the board and superintendent discussing the appointment of a high school vice principal.

Questions for discussion:

1. What's causing the problem?

2. How could the problem be prevented?

3. How is trust and confidence involved here?

4. How would your team handle this problem?

IDEA PAPER 2

Establishing Team Goals and Objectives

Introduction

The board/superintendent team can do an effective job of governing and directing the school system if it establishes operational goals and objectives in key areas of responsibility. The team should consider goals in the areas of:

- The educational program
- Management of the district
- Communications with community and staff
- School district policies

since these are four major areas of team concern and responsibility.

What Purposes do Board Operational Goals Serve?

Establishing goals and objectives puts the team in the driver's seat in directing the school system. Goals and objectives give the team an active leadership role, instead of being a reactive body. Goals provide directions to the board itself, to the superintendent and professional staff, and to the communities served by the district.

Team operational goals and objectives provide a basis for policies which the board may wish to consider, adopt or revise. Finally, goals and objectives provide the team a basis upon which to evaluate progress and to identify needed improvements.

Board Operational Goals Versus District Goals

While there should be no conflict between board goals and school district goals, these are different kinds of goals. Here are some of the differences:

Team Goals	District Instructional Goals
o Are established by the board and superintendent	o Are established by board, staff and community
o Refer to areas of concern of the board/superintendent team	o Refer to areas of concern of staff and community, too
o May reflect short term as well as long-range concerns	o Usually reflect society's and community's long-range concerns
o Address areas of management, communications, policy, as well as school program	o Usually address desired learning outcomes of the school program

Short Term and Long Range Goals

Operational goals should be established, reviewed, and revised regularly, at least on an annual basis. During the spring budget review process, or early in the fall before school opens are ideal times for goal setting activities. Some board goals are short-term ones; others are longer range in nature. Both are essential to the effective governing strategy of the team. Short-term goals are those that can be accomplished within a year or two. Long-range goals refer to five or even ten years in the future.

Goals, Objectives and Standards

The goals and objectives established by the team are the basis for evaluation activity. In addition to these, an evaluation plan should include standards or criteria. While goals are general statements of ideals, and objectives are more specific statements of desired results, standards are statements of acceptable levels of achievement.

Illustration

Let's say that the team identifies as a goal for the year the following:

> "To better use regular board meetings as a vehicle for public understanding of the schools."

The objectives relating to this goal might be:

- To increase public attendance at regular board meetings
- To provide the public with more information about school programs

The standards relating to these objectives might be:

- Public attendance will increase by 10% over the year
- Staff will report on at least one school program at each regular meeting

Together, goals, objectives and standards tell what is wanted, how it will be achieved, and what the acceptable level of performance will be.

Evidence

Evaluation judgments should be based as much as possible upon some form of evidence which supports the conclusion.

The opinions of individual team members are important, but do not serve as a reliable basis for evaluation. Some additional information is necessary. Some of the following are typically used:

- Test scores, as evidence of student achievement

- Staff presentations, as evidence of progress, or needs for improvement
- School visitations by team members, to gather information about programs and activities
- Performance evaluation reports, as evidence of staff competence and productivity
- Consultant reports, as evidence of the status of the issue or problem being examined
- Survey information, as evidence of community or staff sentiment
- Post-meeting reactions of team members to the effectiveness of board meeting procedures
- Budget reports, as evidence of the sound fiscal responsibility or future needs

What is the Board's Role in Evaluation?

In evaluation, as in other areas, the board/superintendent team works from a policy base. Having established a policy for evaluation, however, the team should follow through in some of the following ways:

- Review and approve an evaluation plan developed by the superintendent and staff
- Request and receive regular written and verbal evaluation reports from administrators, program directors and other staff
- Individually visit school buildings, classrooms and programs to gather first-hand information
- Make use of evaluation information in annual goal setting, budget development and planning activities

WORKSHEET 4: FILM SEGMENT 3

You just viewed a board and its administrators discussing the closure of an elementary school in an urban area.

Questions for discussion:

1. What information did board members want as part of the superintendent's recommendation?

2. What contributed to teamwork? What detracted from it?

3. What "teams" were evident in this situation?

4. What role did the chairman play? Should he have done anything differently?

5. How would your team handle the problem?

IDEA PAPER 3: APPROACHES TO TEAM DECISION MAKING

Introduction

Team decision making may take several forms, each of which require different board and superintendent roles and different procedures. Four of these are discussed here.

The Consensus Approach

Consensus decisions are those to which all team members can commit themselves. The decision may not be the first choice of all members, but at least they can agree to supporting it and not sabotaging it.

Consensus decision making requires a great deal of discussion, in which team members attempt to influence one another. Members must also be open to being influenced by others if this approach is to be effective. The superintendent serves to help develop and clarify alternatives in this approach.

The Majority Vote Approach

This is the decision making approach followed by most school boards, and in general is an efficient one for most routine decisions. It is probably less effective in controversial issues, where the team may be split and members' feelings are running strong. A majority vote during such times may result in permanent factions, since the minority may feel resentful and lack commitment to the decision. The superintendent may be forthcoming with recommendations and advice on routine matters, but be more conservative in controversial areas.

The Conflict or Confrontation Approach

This approach is more typical of divided or factioned boards and teams, where there is a struggle for power and dominance, or where a minority faction is attempting to call attention to its position. In such an approach, factions are likely to try to mobilize public opinion and/or enlist media attention to assist in pressuring the other factions to accept a position in the issue. The superintendent may play a very low key role in this approach, for fear of destroying relationships with minority factions.

The Pluralistic Approach

In this approach, team members treat each other as colleagues, each with his or her own point of view. Decisions are made only after a range of alternatives are considered, and each member has ample opportunity to have a say. Decisions are often made by majority rule; but majority/minority factions are not permanent ones--they change from issue to issue. The superintendent, in this case, feels free to act as advisor to the board, and will likely be expected to provide several alternative recommendations.

IDEA PAPER 4: ROLES OF THE SCHOOL BOARD CHAIRMAN

A chairman plays critical roles in assisting the school board to be effective and to be in charge.

The chairman carries out important board work at board meetings, and also between board meetings.

Before the Meeting:

- Review the meeting agenda with your superintendent.
- Discuss who will handle various agenda items, and how they will be handled.
- Try to anticipate things that might come up during the meeting. How will you handle them?

During the Meeting:

- Run it! You are communicating an important public message by being in charge of the board meeting.
- Ensure opportunities for other board members to participate, give their reactions, ask their questions.
- Ask your superintendent to provide information or technical expertise.
- Be courteous and responsive to your public. Provide opportunities early and late in the meeting for public comment. A visitors agenda is often helpful. Be sure those in the audience can <u>see</u> members of the board, and <u>hear</u> their discussion.
- Keep things moving and on track.

After the Meeting:

- Evaluate how well the meeting went. Talk it over with your superintendent or other board members. Focus on specific things that helped or hindered meeting progress.
- Review the minutes of the meeting. Is there a record of the important discussions and board actions?

IDEA PAPER 5: TEAMWORK: THE BOARD AND SUPERINTENDENT IN ACTION

Background:

In this film, Dr. Jack Ramsay, Coach of the Portland Trailblazers basketball team, presents several key concepts about effective teamwork. The film then cuts away to a school board and superintendent in action, demonstrating these concepts at work.

Teamwork Concepts

The film presents five concepts that are important in any team effort. These are:

- Common goals, supported by all team members
- A game plan to achieve the goals
- Regular evaluation of progress, with full team participation
- Clearly defined roles, resulting in a coordinated effort
- Trust and confidence of team members in one another

Although communication is not emphasized separately, it is also a key concept in teamwork, and is illustrated richly in the film. In fact, good communication among team members is the basis for all of the other concepts.

Common Goals

Common goals, or goals supported by all team members, are one of the essential elements of effective board/superintendent relations. Common goals provide:

- A framework for unified action
- A guide for allocation of resources
- A basis for communication and understanding
- A foundation for effective public relations, policy development and direction for the school system
- A frame of reference for reducing and managing conflict
- The basis for evaluation of progress

Common team goals are a blending of individual member goals. The individual can better achieve his or her goals through team support and action.

A "Game Plan"

Planning to achieve team goals is a second essential element in teamwork. A plan provides:

- A course of action team members will follow to achieve common goals
- A means of allocating resources and time to priority goals
- A way of controlling and coordinating activities
- A more specific set of objectives and strategies to reach goals
- A projection of time needed to achieve goals and objectives

Effective teamwork requires that all team members participate in developing the game plan. This increases individual understanding and commitment to carrying it out. Members who do not understand the plan cannot be expected to perform well in achieving team goals.

Evaluation of Progress

Regular evaluation of progress in achieving goals is a third essential element in teamwork. This kind of evaluation provides:

- A check on how well plans are succeeding
- A means of monitoring resources (money, people)
- An assurance of accountability--so that what is supposed to be happening is happening
- A control for quality of effort
- An identification of needed improvements

Evaluation begins with the identification of decisions that need to be made. Team members ask questions, gather information to answer them, and finally make judgements about how well goals are being achieved. Evaluation may result in changing plans, strategies, or resources allocated to particular activities. Evaluation insures that these decisions will be made on the basis of facts, information or evidence rather than on the basis of opinion alone.

Clearly Defined Roles

A fourth essential element in teamwork is a clear division of work and roles. Individual team members play different roles in achieving goals. Clear role definition provides:

- A clear expectation for performance of individual team members
- A constructive part for each member to carry out

- o A coordinated effort in achieving desired goals
- o Agreements that help avoid misunderstanding and confusion
- o A feeling of interdependence and contribution on the part of each member of the team
- o A building upon individual strengths of team members

The need for clarifying roles is an ongoing one. Roles may shift and change depending upon tasks and strategies and the demands of the total enterprise.

Trust and Confidence

These qualities are the fifth essential element in teamwork. Team members need to have confidence in one another to get the job done. They need to have trust in individual judgment, behavior and ability.

Trust and confidence result from good team relationships, and are maintained by open, candid communication among team members. Trust and confidence are increased when:

- o Communication is open and direct among team members
- o Lines of authority are clear
- o Roles are agreed upon by all team members
- o Individuals feel they are contributing to the team effort
- o Accountability for performance is clear
- o Team members perform in ways they are expected to

Team members' trust in one another, confidence in the others' abilities, and willingness and commitment to get the job done are some of the payoffs in teamwork.

WORKSHEET 5: CLARIFYING BOARD AND SUPERINTENDENT EXPECTATIONS

Introduction

Effective teamwork is enhanced if all team members are clear about the roles they are to perform. This activity is meant to provide a framework for discussions between board members and their superintendent that will result in more clarity in roles each expects of the other.

Instructions

Below, you will find two lists. One outlines the general responsibilities of a board toward its superintendent, and the other outlines responsibilities of the superintendent toward the board.*

In the two columns to the right, place a Y (yes), an N (no), or a ? (not sure) to indicate your view of where the responsibility has been discussed, and whether expectations about the responsibility are clear.

Y (yes) N (no) ? (unsure)

Responsibilities of the Board Toward The Superintendent	We've discussed it	Expectations are clear
1. To delegate to the superintendent responsibility for all administrative functions, excepting those specifically reserved to the board chairperson		
2. To support the superintendent fully in all decisions that conform to professional standards and board policy		
3. To hold the superintendent strictly responsible for the administration of the schools through regular constructive written and oral evaluations of the superintendent's work. (Effective evaluation is an ongoing effort and should be linked to goals set by the board.)		

*These have been adapted from "The Role of, and Relationship Between, the School Board and the Superintendent," Joint Position Statement of the National School Boards Association and the American Association of School Administrators, recommended by the joint AASA/NSBA Committee, January 30, 1980.

Y (yes) N (no) ? (unsure)

Responsibilities of the Board Toward The Superintendent (continued)	We've discussed it	Expectations are clear
4. To provide the superintendent with a comprehensive employment contract		
5. To give the superintendent the benefits of the board's counsel in matters related to individual board members' expertise, familiarity with the local school system, and community interests		
6. To hold all board meetings with the superintendent or a designee present		
7. To consult with the superintendent on all matters, as they arise, that concern the school system and on which the board may take action		
8. To develop a plan for board/ superintendent communications		
9. To channel communications with school employees that require action through the superintendent, and to refer all applications, complaints, and other communications, oral or written, first to the superintendent in order to assure that the district does not bog down in excessive bureaucracy and is responsive to children and patrons		
10. To take action on matters only after hearing the recommendation of the superintendent		
11. To establish a policy on the effective management of complaints		
12. To provide the superintendent with sufficient administrative help, especially in the area of monitoring the curriculum		

Y (yes) N (no) ? (unsure)	
We've discussed it	Expectations are clear

Superintendent's Responsibilities Toward the Board

1. To serve as the board's chief executive officer and advisor
2. To serve as the school system's educational leader
3. To keep the board informed about school operations and programs
4. To keep the community informed about board policies, programs and district procedures
5. To interpret the needs of the school system to the board
6. To present and recommend policy options along with specific recommendations to the board when circumstances require the board to adopt new or revise existing policies
7. To develop and inform the board of administrative procedures that implement board policy
8. To provide leadership for the district's educational programs
9. To develop an adequate program of school-community relations
10. To manage the district's day-to-day operations
11. To evaluate personnel and keep the board informed about evaluations

WORKSHEET 6: POLICY VS. ADMINISTRATION: WHO DOES WHAT?

Introduction:

The distinction between the policy making role of the board and the administrative role of the superintendent is an important one in effective teamwork. The line between them is often blurred, and it can change depending upon issues, community pressures and other factors.

Instructions:

For the two questions below, circle the response which best describes your board/superintendent relationship in the policy and administrative areas right now. Next, place an X beside the response which describes how you think the relationship should be. Be prepared to discuss your answers.

O = our relationship now X = how our relationship should be

1. In regard to policy-making authority, our superintendent:

   A. Is solely an administrative officer

   B. Is primarily an administrative officer but also helps with the formulation of policy

   C. Shares formal policy making authority with the board as an equal partner

   D. Exercises formal policy making authority on his/her own

2. With respect to the administrative duties of the superintendent, our school board:

   A. Provides no direction

   B. Provides some general direction

   C. Provides much general direction

   D. Provides specific and detailed direction

IDEA PAPER 6: THE FOUR FUNCTIONS OF THE SCHOOL BOARD

Introduction

School board members spend hundreds of hours a year in meetings, carrying out the work of the school district. Boards spend countless hours in discussion, deliberation, and decision making activities in a variety of areas, from setting educational goals to awarding contracts for fuel and establishing transportation routes.

While there are some variations in state laws regarding the duties, powers and responsibilities of the school board, the following four major areas are both common and typical.

- Providing for a program of quality instruction within available resources
- Providing for management and direction of the school system
- Providing for guidance of the school system through policy development
- Providing for communication between the school system and the community served by the schools

These are the four functions of the school board and while the board can, and often does, delegate the authority for carrying out these functions to the professional staff, it may never delegate the ultimate responsibility for them. The effective school board takes these functions seriously, and carries them out systematically.

The Four Functions: A Closer Look

Providing for a Program of Quality Instruction

School board members are local education leaders. While the school boards are feeling the impact of powerful national trends such as teacher demands in collective bargaining, court decisions regarding special needs of minority and other children, and administrative actions of state agencies regarding curriculum and instruction, the school board continues to have tremendous responsibility for the educational program. The school board can, in effect, establish what will be taught, how it will be taught, when and where it will be taught, to whom it will be taught, and with what materials it will be taught.

The school board employs a professional staff of administrators and teachers to manage and carry out the instructional tasks. The board can and should rely upon the expertise of the staff for advice and consultation about the instructional program. The board, however, can take a leadership role in such areas as:

- Assessing and reflecting the needs and values of the community in decisions relating to the instructional program
- Developing an educational philosophy to express the present and future needs of the community and children
- Establishing educational goals that reflect the philosophic position of the board
- Initiating program development activities consistent with the established philosophy and goals
- Reviewing curriculum materials and textbooks for their appropriateness for use in the school's instructional program
- Reviewing the instructional methods and alternatives for their compatibility and effectiveness in achieving educational goals
- Initiating systematic review and evaluation of all phases of the school program, including courses, programs, student achievement and staff inservice activities

In addition, the school board can demonstrate initiative and leadership in other areas of the educational program, including:

- Field trips
- Class size
- Guest speakers
- Homework
- Guidance and counseling
- Grading practices

Providing for Management and Direction

School board members have a management responsibility. The board is a partner in the management team, along with the administrators it employs. While the board typically does not take part in the day-to-day operation of the school system, it does participate in a variety of management decisions. Among these are decisions in regard to:

- Bond elections
- Budget review and adoption
- Buildings and grounds maintenance
- Fiscal accounting
- Food services
- Negotiations
- Payroll procedures
- Personnel management
- Plant construction and renovation
- Purchasing
- Surplus property disposal
- Tax and debt management
- Transportation services

Again, the school board can rely upon the superintendent and other professional staff for expert advice in many of these decisions. Also, the board can direct the professional staff to conduct analyses, develop reports, and prepare recommendations in advance of board action.

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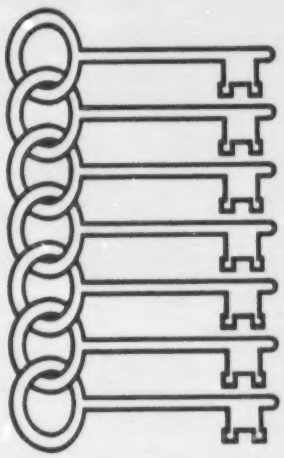


School Board Priorities

INTRODUCTION: The amount of time a school board spends in various areas is a measure of its priorities.

This activity will afford you an opportunity to review and establish priorities among four areas of board responsibility:

- Policy Development
- Management
- Communications
- Instructional Programs

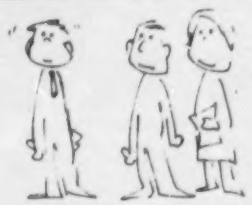
DIRECTIONS: For each of these areas, three levels of board involvement and emphasis are depicted. Express your priorities among the areas and levels by spending 90 hours of board time across them.

Keep the following rules in mind.

- You don't have enough time to spend the maximum amount in each area. You will have to make choices.
- You must spend all 90 hours, and you must spend the exact amount called for at each level.
- You must spend at least the minimum time in each of the four areas.

School Board Priorities:
How Will We Spend Our Time?

POLICY DEVELOPMENT



"WELL, IT LOOKS LIKE ITS TIME FOR YOU TO GO OVER THE POLICY MANUAL AGAIN, MR. SUPERINTENDENT."

10 Hours

"OUR POLICY ON THE HIRING OF TEACHING STAFF HASN'T BEEN REVISED IN SIX YEARS. ED, WILL YOU SELECT A STUDY GROUP TO DO SO BY NEXT TIME?"

20 Hours

"LOOK: OUR "POLICY ON POLICIES" MANUAL IS COMPLETED — AND ITS PROCEDURES INCLUDE EVALUATION OF OUR EFFECTIVENESS!"

30 Hours

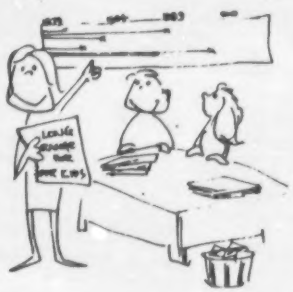
MANAGEMENT

"OUR SUPERINTENDENT SUGGESTS WE ADOPT THIS POLICY AS WRITTEN. ANY OBJECTIONS?"

10 Hours

"AS A BOARD, HOW CAN WE EFFICIENTLY STAY UP-TO-DATE ON THE IMPLICATIONS OF NEW STATE STATUTES AND ADMIN. PROCEDURES?"

20 Hours



"THIS LONG RANGE PLAN CAN SURE HELP US MAKE THESE FISCAL DECISIONS MORE SYSTEMATICALLY!"

30 Hours

TOTAL TIME TO SPEND - 90 HOURS

COMMUNICATIONS

IF WE HELD THE BOARD MEETINGS ON SUNDAY NIGHT THEY ARE STILL PUBLIC MEETINGS — BUT FEWER WILL ATTEND!

10 Hours

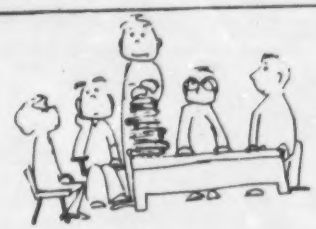
" IF WE WANT TO KNOW REAL REASONS WHY PRINCIPALS AREN'T ATTENDING OUR MEETINGS, LETS DO SOME PROBLEM ANALYSIS."

20 Hours

" OK, COMMITTEE — LET'S TAKE A LOOK AT ALL THE EVIDENCE WE'VE GOTTEN FROM OUR COMMUNITY FOLK. WANT TO KNOW MORE ABOUT SCHOOLS.

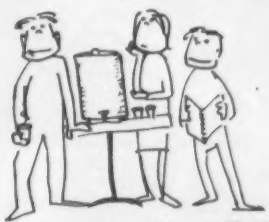
30 Hours

INSTRUCTIONAL PROGRAMS



HERE ARE THE TEACHERS' MATH CURRICULUM GUIDES. LETS JUST GO AHEAD AND APPROVE THEM.

10 Hours



"SURELY THERE ARE OTHER DISTRICTS IN THIS STATE WHO HAVE ALREADY CARRIED OUT A SUMMER STUDY ON NEW CIVIC EDUCATION?"

20 Hours

" OUR STAFF DEVELOPMENT SEMINARS WERE A SUCCESS IN THE NORTH END OF OUR DISTRICT. HOW CAN WE EXPLAIN ITS NON-ACCEPTANCE IN OTHER AREAS?"

30 Hours

CARTOONS BY MAGGIE ROGERS

BOARD RESULTS:

	Policy Development	Management	Communi-cations	Instructional Programs
10 Hours				
20 Hours				
30 Hours				

BOARD PRIORITIES: List your board priorities here and some specific suggestions.

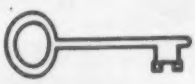
1.

2.

3.

IMPLICATIONS: What will the board and superintendent do differently within these priorities?

	Do more of	Do less of
Board		
Superintendent		



KEYS TO SCHOOL BOARDSMANSHIP

WORKSHOP EVALUATION

Please answer the following questions frankly. Your responses will help to improve the presentation of the workshop in the future.

1. My overall rating of this workshop is:

1	2	3	4	5
Excellent		Fair		Poor

Comments:

2. The workshop objectives were:

_____ 1. Clear to me

_____ 2. Somewhat clear

_____ 3. A mystery to me

Comments:

3. What I expected from the workshop, but did not get, was. . .

4. A. The workshop leader(s)' knowledge of the topic was:

1	2	3	4	5
Excellent		Fair		Poor

Comments:

B. The workshop leader(s)' presentation of the workshop (instructions, clarity, etc.) was:

1	2	3	4	5
Excellent		Fair		Poor

Comments:

C. The workshop leader(s)' helpfulness to me and other participants was:

1	2	3	4	5
Very Helpful		Helpful		Not Helpful

Comments:

5. I learned most from

_____ Lecturettes given by the leader

_____ The film presentation and discussion

_____ The reading material

_____ Small group discussions

_____ Large group discussions

_____ Other activities

6. The most valuable thing(s) I learned from the workshop was. . .

RELATED TRANSPARENCIES

RELATED TRANSPARENCIES

COMMON GOALS

- Unified Action
- Allocation of Resources
- Communication and Understanding
- Foundation for Policies
- Managing Conflict
- Evaluation of Progress

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- Unified Action
- Allocation of Resources
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- Foundation for Policies
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A "GAME PLAN"

- A Course of Action Toward Goals
- Method of Coordination and Control
- Objectives and Strategies to Reach Goals
- A Time Line
- Commitment of Resources
- Delegation of Authority, Accountability

EVALUATION OF PROGRESS

- Check on Plans
- Monitoring of Resources
- Accountability
- Quality Assurance
- Changes or Improvements Needed

TW 3

EVALUATION OF PROGRESS

- Check on Plans
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TW 3

ROLES

- Clear Expectations
- Constructive Contributions
- Coordination of Effort
- Feelings of Interdependence
- Using Individual Strengths
- Reducing Confusion

TW 4

ROLES

- Clear Expectations
- Constructive Contributions
- Coordination of Effort
- Feelings of Interdependence
- Using Individual Strengths
- Reducing Confusion

TW 4

TRUST AND CONFIDENCE

- Open and Direct Communication
- Clear Lines of Authority
- Worthwhile Contributions by Members
- Accountability Clear
- Quality Performance

TW 5

FOUR FUNCTIONS OF SCHOOL BOARDS

Providing for

- A PROGRAM OF QUALITY INSTRUCTION
- MANAGEMENT AND DIRECTION OF THE SCHOOL SYSTEM
- GUIDANCE OF THE SCHOOL SYSTEM THROUGH POLICIES
- COMMUNICATION BETWEEN COMMUNITY AND STAFF